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**Curriculum reform and mathematics learning: evidence from two longitudinal studies.**

Cho, Sung Je (ed.), Selected regular lectures from the 12th international congress on mathematical education, ICME 12, Seoul, Korea, July 8–15, 2012. Cham: Springer (ISBN 978-3-319-17186-9/hbk; 978-3-319-17187-6/ebook). 71-92 (2015).

Summary: Drawing on longitudinal evidence from the LieCal Project, issues related to mathematics curriculum reform and student learning are discussed. The LieCal Project was designed to longitudinally investigate the impact of a reform mathematics curriculum called the Connected Mathematics Project (CMP) in the United States on teachers' teaching and students' learning. Using a three-level conceptualization of curriculum (intended, implemented and attained), a variety of evidence from the LieCal Project is presented to show the impact of mathematics curriculum reform on teachers' teaching and students' learning. The findings from the two longitudinal studies in the LieCal Project serve both to show the kind of impact curriculum has on teachers' teaching and students' learning and to suggest powerful ways researchers can investigate curriculum effect on both teaching and learning.

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